

**THE STUDENTS' MASTERY ON STATEMENT, COMMAND,
AND QUESTION OF DIRECT AND INDIRECT SPEECH
AT MADRASAH ALIYAH ISLAMIC CENTER
ALHIDAYAH KAMPAR**



By

MUHIBUT TEBRI

NIM. 10614003419

**FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM
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Thesis

Submitted of Fulfill One of Requirements
for Undergraduate Degree in English Education



By

MUHIBUT TEBRI

NIM. 10614003419

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM
IAIU
PEKANBARU
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ABSTRAK

Judul penelitian ini adalah **“Penguasaan Siswa pada Pernyataan, Perintah, dan Pertanyaan dalam Kalimat Langsung dan Kalimat Tidak Langsung”**.

Penulis tertarik dalam pembuatan penelitian ini, karena penulis menemukan beberapa masalah yang harus didiskusikan dan diteliti tentang penguasaan pada pernyataan, perintah, dan pertanyaan dalam kalimat langsung dan tidak langsung. Sebenarnya mereka telah mempelajari bagaimana membuat sebuah pernyataan, perintah, dan pertanyaan di dalam kalimat langsung dan tidak langsung tersebut. Dengan mempelajari pelajaran tersebut, siswa diharapkan mampu menguasai dan memahaminya. Tapi kenyataannya, masih banyak siswa tidak mampu menguasai pernyataan, perintah, dan pertanyaan dalam kalimat langsung dan tidak langsung tersebut.

Subjek dari penelitian ini adalah siswa kelas dua Madrasah Aliyah Islamic Center Alhidayah Kampar dan objeknya adalah penguasaan siswa pada pernyataan, perintah, dan pertanyaan dalam kalimat langsung dan tidak langsung.

Dalam mengumpulkan data, penulis menggunakan tes dan interview. Tes digunakan untuk menemukan penguasaan siswa pada pernyataan, perintah, dan pertanyaan langsung dan tidak langsung. Interview digunakan untuk memperoleh informasi tentang faktor yang mempengaruhi siswa tidak mampu menguasai pernyataan, perintah, dan pertanyaan dalam kalimat langsung dan tidak langsung. Setelah memperoleh data, penulis menghitung persentase dari penguasaan siswa pada pernyataan, perintah, dan pertanyaan dalam kalimat langsung dan tidak langsung dengan bentuk di bawah ini:

$$P = \frac{F}{N} \times 100\%$$

Berdasarkan hasil penelitian ini, itu bisa dikatakan bahwa sebagian siswa tidak mampu menguasai pernyataan, perintah, dan pertanyaan dalam kalimat langsung dan tidak langsung dengan persentase sebagai berikut: pernyataan 42.40%, perintah 45.24%, dan pertanyaan 33.06% dengan rata-ratanya 40.23%. Faktor yang menyebabkan siswa tidak mampu menguasai pernyataan, perintah, dan pertanyaan dalam kalimat langsung dan tidak langsung adalah faktor dalam: Kosentrasi siswa, keterbatasan waktu, kebosanan, kemampuan siswa. faktor luar: Fasilitas, ekonomi, guru, teman-teman, orang tua, dan lain-lain.

ABSTRACT

The title of this research is **“The Students’ Mastery on Statement, Command, and Question of Direct and Indirect Speech at Madrasah Aliyah Islamic Center Alhidayah Kamapar”**.

The writer is interested in conducting this research because the writer has found some problems that should be discussed and investigated about the students’ mastery on statement, command, and question of direct and indirect speech. Actually, they have learnt how to make a statement, command, and question in direct speech. By learning this lesson, the students are hoped can master and understand it. But in fact, the students cannot master it.

The subject of this research was the second year of Madrasah Aliyah Islamic Center Alhidayah Kampar, and the object of this research was the students’ mastery on statement, command, and question of direct and indirect speech.

To conduct the data of this research, the writer used test and interview. Test was used to find out the students’ mastery on statement, command, and question of direct and indirect speech. While, interview was used to get information about factors that influence the students’ mastery on statement, command, and question of direct and indirect speech. After the data obtained, the writer computed the percentage of the students’ mastery on statement, command, and question of direct and indirect speech by the following formula:

$$P = \frac{F}{N} \times 100\%$$

Based on the research finding, it can be said that most of students cannot master statement, command, and question of direct and indirect speech with percentages statement 42.40%, command, 45.24%, and question 33.06% by rate 40.23%. The factors that cause they cannot master statement, command, and question of direct and indirect speech are such as: internal factors: students’ concentration, limited time, boring, students’ knowledge. External factors: facilities, social economy, teachers, parents, etc.

ملخص

موضوع من هذا البحث هو " استيعاب الطلاب في الإنشائية و الأمر والسؤال في الجملة المباشرة وغير المباشرة في المدرسة العالية بمعهد الإسلامية الهداية كمبار "

جذب الباحث في صنع هذا البحث بسبب أن الباحث وجد بعض المشكلات الواقعية التي تجب النقاسة والبحث عن استيعاب الطلاب في صنع الإنشائية و الأمر والسؤال في الجملة المباشرة وغير المباشرة. حقيقة قد تعلم الطلاب كيف صنع الجملة الإنشائية و الأمر والسؤال في الجملة المباشرة وغير المباشرة. وبذلك الدرس يرجى إلى الطلاب أن يستعيبوا ويفهمه. ولكن في وقيعته, كثير من الطلاب لا يستطيعون أن يستعيبوا الإنشائية و الأمر والسؤال في الجملة المباشرة وغير المباشرة. أفراد هذا البحث هو الطلاب في الفصل الثاني المدرسة العالية بمعهد الإسلامية الهداية كمبار و موضوعه هو استيعاب الطلاب في الإنشائية و الأمر والسؤال في الجملة المباشرة وغير المباشرة. في جمع البيانات, استعمل الباحث التجربة والمقابلة. أما الر موز الذي يستعمله فهو:

$$P = \frac{F}{N} \times 100\%$$

على تحليلالبيانات, يعرف أن الطلاب لا يستطيعون أن يستعيبوا الإنشائية و الأمر والسؤال في الجملة المباشرة وغير المباشرة بمائوية كما يلي: الإنشائية 42.40%, الأمر 45.24%, والسؤال 33.06%. العوامل التي تأثر استيعاب الطلاب في الإنشائية و الأمر والسؤال في الجملة المباشرة وغير المباشرة هي عوامل الداخلية: تركيز الطلاب, تحديد الوقت, الملل, استيعاب الطلاب. عوامل الخارجية: الوسائل, الإقتصاد, المدرس, الأصدقاء, الوالدين, وغير ذلك.

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CHAPTER I

INTRODUCTION

A. The Background

English, as an International language, is very important for us. Many states around the world use English. As an evidence, English is used in international forums, economy, politic, technology, diplomacy, business, and in educational environment. Many states use English as a second language, and any states also use English to communicate in the school and in the society. Whoever needs to know English because it is not a new thing that can surprises the people, and it is a familiar language in the world.

Indonesian government develops education of English in all-level of education: (Elementary School, Junior High School, Senior High School, and Even University) which is arranged in every curriculum. In Indonesia, English is a foreign language. Therefore, English is taught in each educational institution, starting from the lowest level up to the highest levels of education to develop students' skills facing the globalization era. So, no student in Indonesia is blind using English.

Teaching English is not a new phenomenon and is not foreign for Indonesian students. According to Haycraft (1986:18), teaching English is to develop their skills; the skills that should be mastered by the students are four language skills namely: Listening, Speaking, Reading and Writing. It is important to differ between them as they demand varied abilities. The teaching English is

not only supported by high motivation, interest, but also knowledge about the teaching itself.

All of the four skills must be learned simultaneously. So, no body can consider to have mastered a language unless he is good in mastering the four language skills. The four skills is very important to mastering English.

Therefore, before the students master the four English language skills, they must learn the language component, especially Grammar. Because Grammar is very important in mastering English, without learning Grammar, the students will be difficult in learning English.

Mastering English grammar is a first step to become a good writer. Brown (1994:347) says that grammar is a system of rules governing the conventional arrangement and relationship of word in a sentence. Our students almost think that grammar is a complicated lesson because they encounter problems in learning grammatical structure. According to Viet (1986:1) Grammar is a capability to understand every word to speak and write word, and sentence. The important thing to know about Grammar is direct and indirect speech.

According to A. J. Thomson and A.V. Martinet (1995:269), “there are two ways of relating what a person has said: direct and indirect. In direct speech we repeat the original speaker’s exact words, and indirect speech we give the exact meaning of a remark or a speech, without necessarily using the speaker’s exact word”.

From the definition above, we can see that how the important thing to know direct and indirect speech and the writer is interested in discussing the direct

and indirect speech because most of Indonesian learners always found that most of them are not able to master and understand it, especially the second year students at Madrasah Aliyah Islamic Center Alhidayah Kampar.

There are some examples that make students are not able to master statement, command, and question of direct and indirect speech

For example:

1. Direct speech : Father said: " I am going out of town tomorrow."
- Indirect speech : Father said that he was going out of town the following day.
2. Direct speech : He asked me: "Open your book."
- Indirect speech : He asked me to open my book
3. Direct speech : The man asked me:"where do you live?"
- Indirect speech : The man asked me where I lived

In the sentences above, most of them are not able to master direct indirect statement, command, and question. The difference between the three examples above is the form of the verb, the tense of the verb, and the change of the pronoun. In English, there is particular form of verb in a sentence that depends on the situation when the sentence occurs.

Direct and indirect speech especially in mastering statement, command, and question is not only as crucial component in the process of socialization but also one of the important things in learning English structure because they are often used in writing and speaking. It is necessary for students to know it.

Direct and indirect speech is one of the English sentences learned by students for all school including Madrasah Aliyah Islamic Center Alhidayah Kampar. From preliminary study, the writer found that most of them were not able to master it, although they have been taught of direct indirect statement, command, and question, but in the fact, they were still not able to master direct indirect statement, command, and question, it can be seen as follows:

- 1 Some of the students were not able in identifying statement, command, and question of direct and indirect speech
2. Some of the students were still confuse in using direct and indirect speech
3. Some of the students did not master the form of direct and indirect speech
- 4 Some of the students could not change direct statement, command, and question, into indirect statement, command, and question.

Based on the explanation above, it is important to master direct and indirect in teaching English by the students. So the writer is particularly interested to do a research in this problem entitled: **“The Students’ Mastery on Statement, Command, and Question of Direct and Indirect Speech at Madrasah Aliyah Islamic Center Alhidayah Kampar”**.

B. The Problem

Based on the phenomena explained in the background above, it is clear that some of the students at the second year of Madrasah Aliyah Islamic Center Ahidayah Kampar get many problems and are not able to master statement,

command, and question in direct and indirect speech. So, the writer needs to clarify these problems.

1. The Identification of the Problem

Based on the aspects written above, the problems will be identified in the following questions:

1. Why some of the students were not able in identifying statement, command, and question of direct and indirect speech?
2. Why some of the students are still confuse in using direct and indirect speech?
3. What factors make the students do not master the form of direct and indirect speech?
4. What factors make students cannot change direct statement, command, and question, into indirect statement, command, and question?

2. The Limitation of the Problems

In studying English there are many forms of structure. Due to limited time and writer's ability, so the problems in this research will be discussed about kinds of English direct into indirect speech as follows:

1. The statement forms
2. The command forms
3. The question forms

3 The Formulation of the Problems

Based on the limitation of the problems above. So, the problems in this research will be formulated into the following research questions:

1. How is students' mastery on statement, command, and question of direct and indirect speech?
2. What are the factors that influence students' mastery on statement, command, and question of direct and indirect speech?

C. The Reason of Choosing the Title

There are several reasons that the writer is interested in doing the research toward the title as follow:

- 1 The writer is considered this title is important for the students because statement, command, and question in direct and indirect speech are often used in writing and speaking.
- 2 This research is interesting to be done because the writer hopes all of students are able to improve their English language skills as students of English Department.
- 3 As long as what the writer knows, this problem has never been written by other writers.
- 4 The writer is able to study these problems.

D. The Object and Significance of the Research

1. The Objectives of the Research

- a. To find out how students' mastery on statement, command, and question of direct and indirect speech.
- b. To identify some factors that influences the second students' mastery on statement, command, and question of direct and indirect speech
Madrasah Aliyah Islamic Center Alhidayah Kampar.

2. The Significance of the Research

For the Teacher

To give some input for English teacher of Madrasah Aliyah Islamic Center Alhidayah Kampar dealing with students' mastery on statement, command, and question of direct and indirect speech. Therefore, the teacher can give more explanation and more attention to the students.

For Educational Development

To give an idea or contribution for our educational development especially for the teaching of English as a foreign language.

For the Students

This research can help the students in mastering statement, command, and question of direct and indirect speech.

For the Writer

To fulfill one of the requirements for finishing the writer's graduated study program (SI) at Educational (Tarbiyah) Faculty of UIN SUSKA Pekanbaru Riau.

E. The Definition of the Terms

In order to avoid misunderstanding and misinterpretation, it is necessary for the writer to explain the terms, used in this thesis.

1. Mastery means a complete control of knowledge (Hornby, 1995:721). Mastery in the title of this research can operationally be defined as the complete knowledge of second year students of Madrasah Aliyah Islamic Center Alhidayah Kampar to use statement, command, and question in direct and indirect speech.

2. Statement means an expression to give someone information and a declaration to make someone get information (Surayin, 1999: 9). For example:

I go to school

I buy a new book

3. Command means an expression to give someone the imperative and to request to do something or giving the order to someone (A.J. Thomson and A.V. Martinet, 1986:245-246). For example:

Open the door, please

Don't stop here, please

Eat your dinner, boys

Let's go together

You will not mention this meeting to anyone

You must cross the line by the footbridge

4. Question means an order to ask someone to do something. In question, there are four forms (Betty azhar, 1989:A9). They are:

a. Yes/no question

Yes no/question is a question that may be answered by yes or no. For example: Does he live in Jakarta? Yes, he does/No, he doesn't

b. Question words

Question words are a question by using a question word.

For example: Where is she?

c. Negative question

Negative question is used to indicate the speaker's idea or a question by using negative question. For example: Doesn't she live in Jakarta?

d. Tag question

Tag question is question added at the end of a sentence. Speaker use tag question chiefly to make sure their information is correct or to seek agreement. For example:

Mary is her, isn't she?

Mary isn't her, is she?

5. Direct speech means to repeat the original speaker's exact word. Remarks thus repeated are between inverted commas, and a comma or colon is placed immediately before the remark. Example: He said, "I have lost my pen". According to A.J. Thomson and A.V. Martinet (1995:265-269), direct speech just gives the exact word said or that we imagine were thought. No change pronouns; no change tenses, and no change adverb. In other words, we use tense that the original speaker's used.

6. Indirect speech means to give the exact meaning of a remark or speech, without necessarily using speaker's exact word. There is no comma after say in indirect speech. Example: He said that he had lost his pen. Indirect speech we are talk about idea, and tense and other word different from the originally sentence.

CHAPTER II

THE LITERATURE REVIEW

A. The Theoretical Framework

1. Direct and Indirect Speech.

a. Direct Speech

According to Hariyono (2002:278), direct speech is straight word that be talked by speaker or to talk the original speaker's exact words that were said and that we imagine. If we excerpt or imitate by straight what is talked without change word composition, it is named by straight excerpt or straight sentence. Direct speech is also called quoted speech.

Direct speech is to give the exact words that were said or that we imagine were thought. At direct speech, we copy the words from speaker exactly. In the direct speech, we refer to produce words exactly as the original spoken. It is said directly by the speaker. Direct speech consists of two parts: Reporting verb and Reported words. For example:

<u>Reporting Verb</u>	<u>Reported words</u>
Mary says,	"I go to school everyday".
Rudi says,	"I will buy a book".

In direct speech has some points. They are:

- A. Reporting Verb with Reported Words is separated by sign comma (,) generally in direct. For example: He said, "I am happy".

B. Reported Words is written in quotation marks in direct. For example:

Tono said, "I am happy".

C. Reporting Verb can be said Reporting sentence and Reported words can be said Reported Speech or Reported Sentence.

D. The location of the Reporting Verb must be not in first sentence, but Reporting Verb is at the end of sentence. For example: "I don't like banana", said Rini.

According to Herpinus (1994:11), direct speech is word that straight out from speaker to someone in usual dialogue, statement, question or command; and the word or utterance be gave sign by: "...".

According to A.J. Thomson and A.V. Martinet (1986:269), in direct speech we repeat the original speaker's exact word. For example: He said, "I have lost my book." It can be seen that repeated words are placed between inverted commas and a comma or colon is placed before the remark. Direct speech is found in conversations in book, plays, and quotations.

For example:

Mary said, "I need a glass of tea."

In this sentence, the remarks which are repeated (I need a glass of tea) are placed between quotation mark and a comma is placed before the remark.

b. Indirect Speech

According to Hariyono (2002:279), indirect speech is the sentence that is said to talk someone declaration to another someone.

If we talk what that is said by someone with same mean, but composition and word are not the same or any changes, so the sentence can be named by indirect speech. Indirect speech is the words that come out from speaker and is talked or is said back to someone.

Indirect speech is called reported speech. According to A.J. Thamson and A.V. Martinet (1998:269), indirect speech is to give exact meaning of a remark, and without necessary using the speaker's exact. In direct speech, there is no comma after *say* in direct speech and *that* can usually be omitted after "saying and telling" + object. M.J. Lado (1986:46) say, indirect speech is the sentence that is talked to report speaker words to someone. So, indirect speech (Reported Speech) is used if we want to report what someone has said.

Example:

Direct speech : "David said, "I am very lazy."

Indirect speech : David said that he was very lazy.

In this case, we report the idea by using the same tense and pronoun as we see in the rest of situation from we are talking about. There is no comma after the word *said* in indirect speech and *that* can not be omitted.

Generally in reported speech, the tenses, word order, pronoun, and the other words are different from those in the original sentence.

There are some rules that we look in indirect, there are:

1. Reporting Verb and Reported Word is connected by conjunction in indirect speech.
2. Quotation mark is not used in indirect speech.

c. Kinds of Direct and Indirect Speech

1. Statement Form

In indirect speech statement, we just report the original speaker's exact word. Usually in direct statement the quotation marks ('.....' or ".....") are used, and it is normally introduced by one of the word *say* or *tell*, before the quotation, and they can come before, or after the quotation. In indirect statement, however, the sentences may be different from those in the original ones because there are many changes in them for example: the changes of tenses, the changes of pronoun, the changes of adverb act. Usually, in indirect statement *that* is used and quotation marks are not used, e.g.

Indirect speech : He said (that) he was a doctor

Indirect speech : He said (that) he was good

It is also normally introduced by *say* or *tell*. If the verb *say* needs an object, it is usually changed by the verb *tell*.

Example:

Direct speech : He said to me, "I am good"

Indirect speech : He told me (that) he was good

As the writer mentions above, the noun should be changed if the speaker reports or retell what a person has said, for example:

Direct speech : We can speak English well, "*they* said.

Indirect speech : They said (that) they could speak English well.

If the speaker reports his own words there is no change. For example:

Direct speech : I said, "I have finished my job."

Indirect speech : I said (that) I had finished my job

2. Command Form

Reporting verb of direct command using 'say' and 'tell' has to be changed into certain reporting verbs in direct speech. The changes are as follows:

- a. Command means to ask or to order. The reporting used is 'ask, order, tell, and instruct'.

e.g. He ordered his servant to go away

- b. Command means to remind or to order. The reporting used is advice, warn, remind, invite, and encourage.

e.g. She warned to loose my weight

3. Command means to request, the reporting used is 'ask'

e.g. Harris asked me to teach him how to do an exercise

4. Command means to beg. The reporting used is 'beg'

e.g. She begged her husband to forgive her

5. Command means to prohibit. The reporting used is 'forbid'

e.g. She forbade me to take a nap

In direct commands and requests, the main verb has the same form as *the infinitive without to* and the exclamation mark is normally used. Besides, the quotation marks are also used.

Example:

He asked me, "Open your book".

The indirect commands and request are usually reported by *a verb of command/request + object + to infinitive*. The exclamation or quotation mark is not used, either.

Example:

Direct speech : He told me, "Open your book".

Indirect speech : He told me to open my book.

Command has two forms. There are positive command and negative command. Positive command is marked by adding "to" in front sentence in indirect speech. The negative commands and request is marked by adding "not to" in front command that is reported in indirect speech.

Example:

Direct speech : Father asked me, "Don't go there alone".

Indirect speech : Father asked me not to go there alone.

3. Question Form

Question form means a question to ask someone. In question, there are two forms. They are question word and yes/no question. In direct question, the quotation marks are used. It is also normally introduced by *say*. Question word can be started by noun clauses and is used to ask. The question words are: who, what, where, when, why, how, which, what time, how long, how often, how many, how much, etc (Robby Lou, 2006:163).

Example:

Direct : He said, "What do you do?"

Indirect : He said what I did.

Direct : The man asked me, "Where do you live?"

Indirect : The man asked me where I lived.

If question does not begin with some question words, it is called yes/no question. So, it must be introduced by the special conjunction *whether* or *if* when it is expressed in indirect form.

Direct speech : She said, "Do you study English?"

Indirect speech : She said whether I studied English.

Direct speech : The boy asked John, "Does marry live near here?"

Indirect speech : The boy asked john if marry lived near here.

If direct question is added by mixed type, so in reported speech is added by "*as*". For example: Direct speech: She asked me, "What is the time?" My watch has stopped.

Example:

Indirect speech : She asked me what the time was *as* her watch had stopped.

Direct speech : Marry asked john, "What is the matter with you?"
you don't look well.

Indirect speech : Marry asked john what the matter was with him as
he didn't look well.

According to M.J. Lado (1986:51-52), if direct question is added by yes or no answer, it uses "*but*" to no answer and "*and*" to yes answer.

Example:

Direct speech	: He asked me, "Will you go out with me?" No, I won't
Indirect speech	: He asked me if I would go out with him but I said I wouldn't
Direct speech	: Mother asked Tom, "Do you like vegetables?" Yes, I do.
Indirect speech	: Mother asked Tom if she liked vegetables and he said he did.

d. The Changes Form Direct to Indirect Speech

As we see some grammarians have put forward their opinions on the reported speech, although there are slight differences on their opinion in shagging direct into indirect speech like tenses, pronouns, possessives, adverbs, and adverbial phrases of time.

As the mention above, the tenses usually change if we turn a direct into an indirect speech. But not all of them can be changed, such as:

1. The Change of Pronouns

According to Promono Pen R and Setyarini Susan (2005:266), in changing direct into indirect, we must look the change of pronoun. In indirect speech normally, the pronouns and the possessive adjectives change from first or second person to third person except when the speaker is reporting his own words.

Direct speech	: I said, "I like my new car
Indirect speech	: I said that I liked my new car

Generally, the changes of pronouns as follows:

TABLE II.1
THE CHANGE OF PRONOUN IN DIRECT AND INDIRECT SPEECH

DIRECT	INDIRECT
I	He/she
Me	Him/her
My	His/her
We	They
Us	Them
Our	Their
You	I, You,/we, us

(Promono Peni R, Setyarini Susan, 2005: 266)

Example:

Direct : I bring my book every day; the book on the desk is mine

Indirect : He said that he brought his book every day; the book on the desk was his.

She said that she brought her book every day; the book on the desk was hers.

Direct : We bring our books every day; the books on the desk are ours

Indirect : They said that they brought their books every day; the books on the desk were theirs.

2. The Change of Tenses

Actually, the tenses in direct speech will be changed in indirect speech. By other saying, in direct speech tenses are different then they are compared with indirect speech.

TABLE II.2
THE CHANGE OF TENSES IN DIRECT AND INDRECT SPEECH

DIRECT	INDIRECT
Simple Present Tense He said, "My mother is a wise women."	Simple Past Tense He said that his mother was a wise women
Present Continuous Tense Sarah had said, "I am cooking rice."	Past Continuous Tense Sarah had said that she was cooking rice
Present Perfect Tense John had said, "My mother has gone to the market."	Past Perfect Tense John had said that her mother had gone to the market
Simple Past Tense Marry said, "I studied English last night."	Past Perfect Tense Marry said that he had studied English the previous night
Future Tense He said, "I will go to school."	Future Tense She said that she would go to school
Future Continuous Tense She had said, "I shall be studying at that time."	Future Continuous Tense She had said that she would be studying at that time

(Rudi Haryono, 2000: 282-283)

Note: If direct speech is a general real or a real that was usual. So, indirect is not changed.

Example:

Direct speech : He said, "The sun rises in the east."

Indirect speech : He said that the sun rises in the east

The past tense in theory to past perfect but sometimes it remains unchanged such as stated by A.J Thomson and A.V. Martinet (1998:269), in this book practical English grammar, “Past tense used in time clauses do not normally change”.

Example:

Direct speech : He said, “When I lived in Paris...”

Indirect speech : He said that when I lived in Paris...

He also gives further information that the main verb of such sentences can either remain unchanged or become the past perfect.

Example:

Direct speech : He said, “When I lived in Paris, I saw my friend”.

Indirect speech : He said that when I lived in Paris he had seen his friend.

Besides, he also explains that a past tense used remains unchanged if it describes a state of affairs which still exists when the speech is reported.

Example:

Direct speech : He said, “I decided not to go his house because it was very far”.

Indirect speech : He said that he had decided not to go to his house because it was very far.

In theory, also the past continuous, tense usually changes to the past perfect continuous. But in practice it does not always changes. It refers to a completed action, it usually changes.

Example:

Direct speech : He said, “We were thinking of going to Jakarta, but I have decided not to.”

Indirect speech : He said that they had been thinking g of Jakarta but had decided not to.

3. The Changes of Adverb and Demonstratives

- a. The changes of adverb and adverbial phrase of time change as follows:

TABLE I1.3
THE CHANGE OF ADVERB AND ADVERBIAL OF TIME
IN DIRECT AND INDIRECT SPEECH

DIRECT	INDIRECT
Today	That day
Yesterday	The day before
The day before yesterday	Two day before
Tomorrow	The next day/the following day
Next week/year	In two day’s time
Last week/year	The following week/year
Here	The previous week There
Now	Then
Last night	The week before

(M.J. Lado, 1986:47)

Example:

Direct speech : He said, "I am writing now."

Indirect speech : He said that he was writing then

b. The change of demonstrative (this and these)

In theory, *this* normally becomes *that* and *these* become *those* if it is in time expression.

Example:

Direct speech : He said, "My uncle will come here this afternoon."

Indirect speech : He said that his uncle would come there that afternoon

Sometimes *this* and *these* are no pronoun. So, if they are as pronoun. They become they or them,

Example:

Direct speech : Rudi said, "This is my brother and those are Marry's brother."

Indirect speech : Rudi said that it is her brother and they are Marry's brother.

But if this and these are as adjectives, they become the.

Example:

Direct speech : He said, "This boy is a gentleman."

Indirect speech : He said that the boy is a gentleman.

c. The change of modal auxiliary verbs

TABLE II.4
THECHANGE OF MODAL AUXILIARY VERBS

DIRECT	INDIRECT
Can	Could
May	Might
Will	Would
Must	Had to
Shall	Should

(Surayin, 1999: 360-361)

Example:

Direct speech : She said, "I can watch TV."

Indirect speech : She said that she could watch TV

Direct speech : She said, "I will go to school

Indirect speech : She said that she would go to school

B. The Relevant Research

According to Irma in students' error in transforming direct into indirect speech at SMAN I Kubu Rokan Hilir (2008), actually all the second year students has learned about direct and indirect speech. They should master direct and indirect well, but based on the preliminary study that the writer done, some of students still make mistake in transforming direct speech into indirect speech.

Her research only focused on students' error in transforming direct into indirect speech at SMAN I Kubu Rokan Hilir. The writer found the average of students' error in transforming direct into indirect speech there was 50,8%. From the data concluded that students make mistake or the still make error in transforming direct into indirect speech.

Based on title above, the writer is interested in investigating another problem. Therefore, the writer will conduct a research entitled: "the students' on mastery statement, command, and question of direct and indirect speech at the second year of Madrasah Aliyah Islamic Center Alhidayah Kampar", the writer focuses on the students' mastery on statement, command, and question of direct and indirect, and factors that influence the students' mastery in direct and indirect. Because statement, command, and question especially in direct and indirect is a component of grammar because grammar is very important in mastering English.

C. The Operational Concept

The operational concept is the concept used to clarify the theories used in this research in order to avoid misunderstanding

The writer fixes indicators of the test contents just based on division of direct indirect speech relationships, which are commonly used. The indicators are as follows:

1. Students are able to identify statement, command and question of direct and indirect speech

2. Students are able to choose appropriate words in statement, command, and question of direct and indirect speech
3. Students are able to match statement, command, and question of direct and indirect speech
4. Students are able to complete statement, command, and question in direct and indirect speech
5. Students are able to change statement, command, and question of direct and indirect speech.

CHAPTER III

RESEARCH METHODOLOGY

A. The Location and Time of the Research

The research was conducted at Madrasah Aliyah Islamic Center Alhidayah Kampar and the time of this research starting from March to May 2010.

B. The Subject and Object of the Research

The subject of the research was the second year students of Madrasah Aliyah Islamic Center Alhidayah Kampar in 2009/2010 academic year. The object of the research was the mastery on statement, command, and question of direct and indirect speech the second year students of Madrasah Aliyah Islamic Center Alhidayah Kampar.

C. The Population and Sample of the Research

The population of this research was the second year students of Madrasah Aliyah Islamic Center Alhidayah Kampar. The number of them was 134 students (4 classes). The populations were 50 students to become sample of this research. The table below shows detail information about this.

TABLE III.I
THE POPULATION AND SAMPLE OF THE STUDY

Class	Male	Female	Sample
XI (IPA)	12	25	$6 + 10 = 16$
XI (MAPK)	17	15	$7 + 7 = 14$
XI (IPS I)	15	16	$5 + 5 = 10$
XI (IPS II)	19	15	$5 + 5 = 10$
TOTAL			50

D. The Technique of Data Collection

In collecting the data the writer applied the techniques as follows:

a. Test

It was used to find out the students' mastery on statement, command, and question of direct and indirect speech at Madrasah Aliyah Islamic Center Alhidayah Kampar.

b. Interview

It was used to get factors that influence of students' mastery on statement, command, and question of direct and indirect speech at Madrasah Aliyah Islamic Center Alhidayah Kampar. In data interview, the writers chose 4 students and an English teacher.

E. The Data Analysis Technique

To analyze data got from data collection techniques, the writer used the descriptive qualitative analysis method by using percentage, (Suharsimi Arikunto, 1998: 245). To know the percentage of the students' mastery on statement, command, and question of direct and indirect speech at Madrasah Aliyah Islamic Center Alhidayah Kampar, the following formula was used:

$$P = \frac{F}{N} \times 100\%$$

Note: P = Percentage

F = Frequency of score

N = The number of items

The percentage of students' ability in mastering statement, command, and question in direct and indirect speech had been categorized as follows:

1. Excellent : When the ability of students ranges between 90% - 100%
2. Good : When the ability of students ranges between 80% - 89%
3. Fair Good : When the ability of students ranges between 70% - 79%
4. Fair : When the ability of students ranges between 60% - 69%
4. Poor : When the ability of students ranges between 0% - 59%

(David Harris, 1969:134)

CHAPTER IV

THE DATA PRESENTATION AND THE DATA ANALYSIS

A. The Data Presentation

In this chapter, the writer presents the result of the study that has been carried out. The research title is the students' mastery on statement, command, and question of direct and indirect speech at the second year of Madrasah Aliyah Islamic Center Alhidayah Kampar. In collecting the data, the writer used test as a main data collection technique and interview as to support the data needed.

Test was used to find out the students' mastery on statement, command, and question of direct and indirect speech. The number of test was 50 items. For statement consisted of 13 items, for command consisted of 14 items, and for question consisted of 23 items.

There were 50 students who joined the test and the students' score taken from individual correct answer. For the students who could answer the questions correctly, they got 1 (one) point but if they could not answer the question correctly, they got 0 (zero) see appendix 4. In this chapter the writer will present the students' score on the use of statement, command, and question in direct and indirect speech. Besides that the writer also stated the factors that influence the students could not master statement, command, and question in direct and indirect speech well.

1. The Factors that Influence the Students' Mastery on Statement, Command, and Question of Direct and Indirect Speech

There are many factors that should bring the students into the failure in mastering statement, command, and question of direct and indirect speech.

a. From The Teacher

- The teacher has low motivation in learning statement, command, and question of direct and indirect speech.
- The teacher has limited time to explain more of English grammar.

b. From The Students

- The students are still confused to differentiate of statement, command, and question in direct and indirect speech.
- The students do not have enough competence in applying the rules before constructing indirect speech.
- They are lazy to study hard and review their lesson.
- The students have limited how limited tenses, adverb, pronoun, and modal auxiliary verbs.
- The students do not have high motivation in learning the subject.
- The students cannot discuss with friends when confuse about material.

B. The Data Analysis

1. The Data Analysis

In order find out the students' mastery on statement, command, and question of direct and indirect speech, the writer administered the test to second year students at Madrasah Aliyah Islamic Center Alhidayah Kampar. In this chapter, the writer uses the descriptive quantitative with percentage where the data are calculated by using formula and they are analyze descriptively in sentences. According to Suharsimi (1998:209-210), The percentage of the students' mastery are analyzed using the following formula:

$$P = \sum \frac{F}{N} \times 100\%$$

Where : P : The Percentage

F : The frequency

N : Total number respondent (Anas Sudjiono, 1996:40)

The number of students who took the test was 50 students, and the total number of the test was 50 items. The result of the study were presented based on the formulation of the problem listed in chapter I.

Question I. How is the students' mastery on statement, command, and question especially of direct and indirect speech?

Question II. What are the factors that influence the students' mastery on statement, command, and question of direct and indirect speech?

The answers were categorized to five categories namely, excellent, good, fairly, good, fair and poor.

There were 50 test items. To know the valid of test the writer did a try out to 20 students at Madrasah Aliyah Islamic Center Alhidayah Kampar.

After collecting and computing the students' scores, the writer presented the tables containing the total frequency and percentage to predict the students' mastery on statement, command, and question of direct and indirect speech in each patterns. The writer analyzed the data based on students' score presented on chapter III. To make the presentation clearer, it can be seen in the following tables.

TABLE IV. 4
THE TOTAL FREQUENCY OF THE STUDENTS' MASTERY
IN STATEMENT

NO	SCORE (x)	FREQUENCY (f)	TOTAL (fx)
13	100	1	100
12	85	1	85
11	77	1	75
10	69	2	138
9	62	6	372
8	54	4	216
7	46	5	230
6	38	10	380
5	31	11	341
4	23	6	138
3	15	3	45
		50	2120

Analysis : $P = \frac{F}{N} \times 100\%$

P = The percentage of individual score

X = Correct answer

N = Number of items

The result of the test, based on the table above, is presented in the following table:

TABLE IV. 5
THE PERCENTAGE OF THE STUDENTS' MASTERY
IN STATEMENT

NO	Classification	Score	Frequency	Percentage
1	Excellent	90 - 100	1	2
2	Good	80 – 89	1	2
3	Fair Good	70 – 79	1	2
4	Fair	60 – 69	8	16
5	Poor	0 – 59	39	78
			50	100%

From the table above, it can be seen that 22% of students could master statement of direct and indirect speech, while 78% of them could not master it correctly.

The average score students' ability of statement is:

$$P = \frac{\sum fx}{N}$$

N

$$P = \frac{2120}{50} \times 100\% = 42.40 \%$$

50

Thus, the average score is 42.40%. Consequently, it is categorized to the poor score category.

TABLE IV.6
THE TOTAL FREQUENCY OF THE STUDENTS' MASTERY
IN COMMAND

NO	SCORE (x)	FREQUENCY (f)	TOTAL (fx)
14	100	1	100
13	93	1	93
12	86	2	172
11	71	2	142
10	64	2	128
9	57	3	171
8	50	11	550
7	43	11	473
6	36	6	216
5	28	3	84
4	21	6	126
6	7	1	7
7	0	1	0
		50	2262

The result of the test, based on the table above, is presented in the following table:

TABLE IV. 7
THE PERCENTAGE OF THE STUDENTS' MASTERY
IN COMMAND

NO	Classification	Score	Frequency	Percentage
1	Excellent	90 - 100	2	4
2	Good	80 – 89	2	4
3	Fair Good	70 – 79	2	4
4	Fair	60 – 69	2	4
5	Poor	0 – 59	42	84
			50	100%

From the table above, it can be seen that 16% of students could master command of direct and indirect speech, while 84% of them could not master it correctly.

The average score students' ability of the command is:

$$P = \frac{2262}{50} \times 100\% = 45.24\%$$

50

In conclusion, the average score of this group is 45.24%. Consequently, it is categorized to the poor score category.

TABLE IV.8
THE TOTAL FREQUENCY OF THE STUDENTS' MASTERY
IN QUESTION

NO	SCORE (x)	FREQUENCY (f)	TOTAL (fx)
23	100	0	0
22	78	1	78
21	74	1	74
20	70	2	140
13	65	1	65
12	61	1	61
11	56	2	112
10	52	1	52
9	48	3	144
8	40	2	80
7	35	1	35
6	30	9	270
5	26	10	260
4	22	6	132
3	17	6	102
2	13	3	39
1	9	1	9
		50	1653

The result of the test, based on the table above, is presented in the following table:

TABLE IV. 9
THE PERCENTAGE OF THE STUDENTS' MASTERY
IN QUESTION

NO	Classification	Score	Frequency	Percentage
1	Excellent	90 - 100	0	0
2	Good	80 – 89	0	0
3	Fair Good	70 – 79	4	8
4	Fair	60 – 69	2	4
5	Poor	0 – 59	44	88
			50	100%

From the table above, it can be seen that 12% of students could master command of direct and indirect speech, while 88% of them could not master it correctly.

The average score students' ability of the command is:

$$P = \frac{1653}{50} \times 100\% = 33.06\%$$

50

In conclusion, the average score of this group is 33.06%. Consequently, it is categorized to the poor score category.

TABLE IV. 10
THE PERCENTAGE OF THE SECOND YEAR STUDENTS' RATE IN
ANSWERING STATEMENT, COMMAND, AND QUESTION
OF DIRECT AND INDIRECT SPEECH

NO	Classification	Score	Frequency	Percentage
1	Excellent	90 - 100	3	2
2	Good	80 – 89	3	2
3	Fair Good	70 – 79	7	5
4	Fair	60 – 69	12	8
5	Poor	0 – 59	125	83
			150	100%

This score is the combination of the table IV.2, IV.4, IV.6. Based on the table IV.2, there has 1 respondent on excellent classification, 1 respondent on good classification, 1 respondent on fairly good classification, 8 respondents on fair classification, and 39 respondents on poor classification. Beside that based on the table IV.4, there were 2 respondents on excellent classification, 2 respondents on good classification, 2 frequencies on fairly good classification, 2 frequencies on fair classification, and 42 respondents on poor classification. However, the table IV.6, show there were no respondent on excellent classification, no respondent on good classification, 4 respondents on fairly good classification. 2 respondents on fair classification and 44 on poor classification.

In conclusion, the average score of the students' mastery on statement, command, and question of direct and indirect speech in each form is:

$$\begin{aligned}\text{Average Score} &= \frac{42.40\% + 45.24\% + 33.06\%}{3} \\ &= 40.23\%\end{aligned}$$

NOTE ; 42.40% is taken from the average score of statement

45.24% is taken from the average score of command

33.06% is taken from the average score of question

Thus, the average score of the second year is 40.23%. It means that the second year students' mastery on statement, command, and question of direct and indirect speech is categorized poor

The conclusion of the result above is that the seconds students who cannot master statement is (42.40), command (45.24), and question (33.06) of direct and indirect. Hence, it can be said that statement, command, and question of direct and indirect speech are difficult for second students of Madrasah Aliyah Islamic Center Alhidayah Kampar.

2. The Data Interview

To support the data collection and get factors that influence of the students' mastery on statement, command, and question in direct and indirect speech. Four students and an English teacher at this school had been interviewed.

The data are as follows:

1. The teacher's comment

- Nurlaini, S. Pd. (April 15, 2010)

Students have low understanding in mastering statement, command, and question of direct and indirect speech. It is caused they do not understand yet to identifying statement, command, and question in direct and indirect and the rules in constructing indirect speech such as how to change tenses, adverb, pronoun, and modal auxiliary verbs. Besides, they do not have enough competence in the grammar component; we also have limited time to explain more because we teach not only English structure. They usually keep silent and never want to ask me so that I do not know they have understood or not.

2. The Students' Comments

- Bunga Dahlia. IPS I (April 15, 2010)

Actually, I like to study structure about making statement, command, and question especially in direct and indirect if the teacher's way in teaching the lesson is interesting. I cannot master statement, command, and question in direct and indirect speech because I still confused I using it. Beside, we must change tense, adverb, modal, auxiliary verbs and pronouns at the same time. It is a complicated lesson for us.

- M. Pujianda. IPS II (April 15, 2010)

Statement, command, and question especially in direct and indirect speech are difficult subject for me. It may be caused I am not able yet in understanding English structure in tenses; forming direct into indirect statements, command, and

question. I fell the most difficult one is in yes/no question form because it has a special conjunction word whether / if. I usually forget to use it in making indirect speech sentence.

- Nurul Fitri. IPA (April 15, 2010)

In learning statement, command, and question in direct and indirect, we still have difficulties in changing direct into indirect statement, command, and question because there are rules. They have many tenses, adverbs, modal auxiliary verbs, and pronoun at the same time. It makes us boring and lazy in learning it.

- Rizki Alwi. MAPK (April 15, 2010)

I know statement, command, and question especially in direct and indirect is very important for us because it is not our first experience in study, because we had learned it before. We realize to understand this lesson is not easy because we must change tenses, adverbs, modal auxiliary verbs and pronoun. While, my teacher does not gives us guidance and motivation in learning direct and indirect speech. The teacher does not care her students have understood or not.

Many students at Madrasah Aliyah Islamic Center Alhidayah Kampar find difficulties and intricacies in employing grammatical structure into written language. There are many factors that should bring the students into the failure in mastering statement, command, and question of direct and indirect speech. Some of factors may lie within the writing or within the students themselves. For examples, the factors that may lie within the students are such as, their knowledge, interests, aptitudes, and so forth. On the other hand, the factors that

may lie within writing itself, for example, the intricacy of the English grammatical aspects, such as tenses, pronoun, adverbs, and modal auxiliary verbs. Statement, command, and question in direct and indirect speech is one of complicated subject for students because they must master many rules before constructing indirect speech in their writing work.

From the data presentation above, shown that most of students are not able to master statement, command, and question in direct and indirect speech. Dealing with this, the teachers should pay more attention to solve these problems. The teacher need to advice them to spend more time in teaching English statement, command, and question of direct and indirect speech, and they also should explain many things before constructing indirect speech. Beside, they can choose one of the interesting media to attract students' attention that will influence their result.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. The Conclusion

Based on the research finding, it is concluded that the students of Madrasah Aliyah Islamic Center Alhidayah Kampar are not able in mastering statement, command, and question in direct and indirect speech.

After analyzing the data presented in the previous chapter, their average score is 40.23%. It is categorized into the last classification of students' score (poor level). It can be concluded that the second year students at Madrasah Aliyah Islamic Center Alhidayah Kampar could not master statement, command, and question in direct and indirect speech well. The research conclusion can be drawn below:

a. The percentage of the students' mastery in answering the test on statement, command, and question in direct and indirect speech can be calculated as the following: 2% of students were in excellent category, 2% of students were in good category, 5% of students were in fairly good category, 8% of students were in fair category, and 83% of students were in poor category.

b. The average score of each component are:

1. Statement

The average score of the students' mastery in this component is categorized to the *poor* (42.40%) category.

2. Command

The average score of the students' mastery in this component is categorized to the *poor* (45.24%) category.

3. Question

The average score of the students' mastery in this component is categorized to the *poor* (33.06%) category.

After looking the result of this research, we should also know that many factors, which influence the students' mastery on statement, command, and question of direct and indirect speech. They are:

a. Internal Factors

1. The students get confused in identifying between statement, command, and question in direct and indirect speech.
2. The students do not participate in class discussion about direct and indirect speech.
3. The students are not enough competence in applying the rules before changing direct into indirect speech.
4. The students have limited how limited tenses, adverb, pronoun, and modal auxiliary verbs.
5. The students do not have high motivation in learning the subject.

b. External Factors

1. The students cannot discuss with friends when they confuse about material.
2. The students are not motivated by their parents at home.
3. The students do not have good facilities to learn.
4. Teacher does not motivate students to learn statement, command, and question in direct and indirect speech.

B. The Suggestion

1. Suggestion for the Students

- a. Mastering statement, command, and question of direct and indirect
- b. Identifying statement, command, and question of direct and indirect speech
- c. Ask the teachers or collage when you do not understand statement, command, and question in direct and indirect speech
- d. Should have more reading books that talk about direct and indirect speech
- e. Making your group in learning
- f. Don't be afraid to ask your friends and your teacher

2. Suggestion for the Teachers

- a. Motivate the students to study more about statement, command, and question in direct and indirect speech

- b. Give more attention to students on mastery statement, command, and question of direct and indirect speech
- c. Guide the students to mastery statement, command, and question of direct and indirect speech
- d. Provide the students with good model on mastery statement, command, and question of direct and indirect speech.
- e. Give opportunities to the students on identify statement, command, and question of direct and indirect speech.

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LIST OF APPENDIX

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APPENDIX I

TEST OF DIRECT AND INDIRECT SPEECH

- Note :
1. This test is for a research
 1. The result of this test does not influence your grades.
 2. Do as instructed and write down your answer on the provide answer sheet.
 3. Thank you for your participation.

Part A

Direction : State the tasks below True or False. Write **T** for true tasks or **F** for false ones.

1. Direct : "I am sorry." Ronny says.
Indirect : Ronny says he is sorry.
2. Direct : Eri asked his friend, "Don't go there alone!"
Indirect : Eri asked his friend did not to go there alone.
3. Direct : He asked me, "Why have not you finished it?"
Indirect : He asked me why I had finished it.
4. Direct : "Do you need a pen, Ani? Asked Doni.
Indirect : Doni asked me whether I need a pen.
5. Direct : He told me, "Open your book!"
Indirect : He told me to be open my book .
6. Direct : "I do not like mathematics," Barbara said
Indirect : Barbara said that did not like mathematics
7. Direct : Iwan "What are you doing now?"
Indirect : Iwan asked me what I was doing then

8. Direct : "Did you enjoy your trip? Jenny asked me
Indirect : Jenny asked me if I enjoyed my trip
9. Direct : I told him: "Don't mention it to anyone!"
Indirect : I told him not to mention it to anyone
10. Direct : My sister said to me: "I don't like tennis."
Indirect : My sister said to me that she didn't like tennis.

Part B

Fill the blank below with choose correct answer.

- Example:
- Direct : "I want a glass of milk," she said.
- Indirect : She said thatwanted a glass of milk
- a. they c. She
- b. You d. He

Answer key is c

1. Direct : He says, " I shall be there."
- Indirect : He says that.....will be there.
- a. you c. he
- b. she d. they
2. Direct : "I never eat meat," he explained.
- Indirect : He explained that he never meat.
- a. ate c. eaten
- b. eats d. eat
3. Direct : The man asked me: "where do you live?"
- Indirect : The man asked me where I.....

- xii

15. Direct : Harris asked me, "Do you love me?"

Indirect : Harris asked me if.....

- | | |
|---------------------|---------------------------|
| a. I love him | c. I loved him |
| b. I have loved him | d. I have been loving him |

16. Direct : Ira asked Jhon, "Don't come here tomorrow!"

Indirect : Ira asked Jhon don't come here

- | | |
|----------------------|----------------------|
| a. that night before | c. the following day |
| b. the night before | d. that day |

17. Direct : "I am cooking now," My daughter said

Indirect : My daughter said that she was cooking.....

- | | |
|----------------------|-------------------|
| a. now | c. the day before |
| b. the following day | d. then |

18. Direct :Teacher : "Why did you make way many mistake, Helen?"

Indirect : Teacher asked her why she..... many mistake

- | | |
|----------|-------------|
| a. make | c. made |
| b. makes | d. had made |

19. Direct : Nico : "Is your father a doctor, Tom?"

Indirect : Nico asks Tom whether his father..... a doctor.

- | | |
|-------------|-------------|
| a. was | c. has been |
| b. had been | d. is |

20. Direct : "Don't swim out too far!"

Indirect : Yudi warned her friend..... swim out too far

- | | |
|-----------|-------------|
| a. not to | c. does not |
|-----------|-------------|

b. to

d. do not

Part C

Direction : Match the direct sentence in column A with their indirect sentence in column B

Column A	Column B
1. Don't cheat during the test!" The teacher always says to the students.	A He said that he had seen the boy therer in taht room
2. He said, "I saw the boy here in this room."	B. Bobi told her to hurry up
3. Sam asked me, "Why are you tired, Novi?"	C. Father asked that I admired his paintings
4. "Do you admire my paintings?" Father asked.	D. He said that he had seen the boy here in this room.
5. Bobi : "Hurry up, Reni!"	E. Sam asked me why I was tired
	f. The teacher always says the students did not cheat during the test
	g. Bobi told her to be hurried up
	h. Sam asked me whether she tired was
	i. The teacher always says the students not to cheat during the test
	j. Father asked if I admired his paintings

Part D

Direction : Complete the following sentences

1. "We are boring study english," the students said

The students told me that they.....

2. He says to me, "What are you doing now?"

He asked me what I

3. "Can you hear that song?" I asked him

I asked him if he.....

4. "Why is the sky blue?" My younger brother asks

My younger brother asks why the sky.....

5. We advised the guest, "Take your seats!"

We advised the guest.....

Part E

Direction : Change the following sentences into indirect speech. Use the words between brackets.

Example : "Are you tired, Jimmy?" (Anita asked)

Anita asked me whether I was tired

1. "My friends are all nice to me," (Marry says)
2. "Do you speak English?" (Somebody asked me)
3. "I can use my father's car." (Hendri told)
4. "Call me around nine!" (Novi asked her friend)
5. "What did you buy?" (Mother asked me)

6. "I am going to move to Jakarta," (Jhon informed)
7. "Will he go to the meeting tomorrow?" (Mr. Rony asked)
8. "Have you seen my grammar book?" (Rani asked me)
9. "Don't tell a lie!" (Anna asked)
10. "Who takes care of the children?" (Father asked)

APPENDIX 2

INTERVIEW GUIDE

A. For English Teachers

- What are the factor that influence low ability of second year students of Alhidayah Islamic Center Boarding School Kampar in mastering statement, command, and question in direct and indirect speech?

B. For The Students

- What do you think about statement, command, and question in direct and indirect speech?
- Why are you difficult in mastering statement, command, and question in direct and indirect speech?
- Which statement or command or question are most difficult for you to understand?
- Why this statement or command or question is most difficulty for you to understand of all?

APPENDIX I

TEST OF DIRECT AND INDIRECT SPEECH

- Note :
1. This test is for a research
 1. The result of this test does not influence your grades.
 2. Do as instructed and write down your answer on the provide answer sheet.
 3. Thank you for your participation.

Part A

Direction : State the tasks below True or False. Write **T** for true tasks or **F** for false ones.

1. Direct : "I am sorry." Ronny says.
Indirect : Ronny says he is sorry.
2. Direct : Eri asked his friend, "Don't go there alone!"
Indirect : Eri asked his friend did not to go there alone.
3. Direct : He asked me, "Why have not you finished it?"
Indirect : He asked me why I had finished it.
4. Direct : "Do you need a pen, Ani? Asked Doni.
Indirect : Doni asked me whether I need a pen.
5. Direct : He told me, "Open your book!"
Indirect : He told me to be open my book .
6. Direct : "I do not like mathematics," Barbara said
Indirect : Barbara said that did not like mathematics
7. Direct : Iwan "What are you doing now?"
Indirect : Iwan asked me what I was doing then

- a. lived c. live
- b. living d. was live
4. Direct : "Is it raining?"
- Indirect : He asked if it.....raining.
- a. are c. is
- b. were d. was
5. Direct : Mother asked Tom, "Don't smoke too much!"
- Indirect : Mother asked tom to smoke too much.
- a. does not c. Do not
- b. did not d. not
6. Direct : Mary told me: "Stop talking to jane!"
- Indirect : Mary told me stop talking to jane
- a. to go c. to
- b. does d. do
7. Direct : Lili told us, "Must the door be lokced?"
- Indirect : Lili asked us if the door.....
- a. had to be locked c. must be locked
- b. has to be locked d. must lock
8. Direct : Father asked her, "Don't go there alone!"
- Indirect : Father asked hergo there alone
- a. does not to c. no to
- b. did not to d. Do not to
9. Direct : He told me, "He came to the meeting yesterday."

a. the next day c. tomorrow
b. the day before d. then

10. Direct : "Where did you go last night?"

a. had gone the night before c. go the day before
b. had gone then d. go tomrrow

11. Direct : Siska asked me, "How often do you go tomorrow?"

a. if c. how often
b. taht d. to

12. Direct :Teacher : "Don't make noise!"

a. not to c. do not
b. does not d. did not

13. Direct : He says, "I am hungry."

a. he is hungry c. I am hungry

b. he was hungry d. I was hungry

14. Direct : Jhon : "Where is Amanda, Tom?"

a. Amanda was c. Amanda is

b. is Amanda d. was Amanda

15. Direct : Harris asked me, "Do you love me?"

Indirect : Harris asked me if.....

- | | |
|---------------------|---------------------------|
| a. I love him | c. I loved him |
| b. I have loved him | d. I have been loving him |

16. Direct : Ira asked Jhon, "Don't come here tomorrow!"

Indirect : Ira asked Jhon don't come here

- | | |
|----------------------|----------------------|
| a. that night before | c. the following day |
| b. the night before | d. that day |

17. Direct : "I am cooking now," My daughter said

Indirect : My daughter said that she was cooking.....

- | | |
|----------------------|-------------------|
| a. now | c. the day before |
| b. the following day | d. then |

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Indirect : Teacher asked her why she..... many mistake

- | | |
|----------|-------------|
| a. make | c. made |
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- | | |
|-------------|-------------|
| a. was | c. has been |
| b. had been | d. is |

20. Direct : "Don't swim out too far!"

Indirect : Yudi warned her friend..... swim out too far

- | | |
|-----------|-------------|
| a. not to | c. does not |
|-----------|-------------|

b. to

d. do not

Part C

Direction : Match the direct sentence in column A with their indirect sentence in column B

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1. Don't cheat during the test!" The teacher always says to the students.	A He said that he had seen the boy therer in taht room
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3. Sam asked me, "Why are you tired, Novi?"	C. Father asked that I admired his paintings
4. "Do you admire my paintings?" Father asked.	D. He said that he had seen the boy here in this room.
5. Bobi : "Hurry up, Reni!"	E. Sam asked me why I was tired
	f. The teacher always says the students did not cheat during the test
	g. Bobi told her to be hurried up
	h. Sam asked me whether she tired was
	i. The teacher always says the students not to cheat during the test
	j. Father asked if I admired his paintings

Part D

Direction : Complete the following sentences

1. "We are boring study english," the students said

The students told me that they.....

2. He says to me, "What are you doing now?"

He asked me what I

3. "Can you hear that song?" I asked him

I asked him if he.....

4. "Why is the sky blue?" My younger brother asks

My younger brother asks why the sky.....

5. We advised the guest, "Take your seats!"

We advised the guest.....

Part E

Direction : Change th following sentences into indirect speech. Use the words
between brackets.

Example : "Are you tired, Jimmy?" (Anita asked)

Anita asked me whether I was tired

1. "My friends are all nice to me," (Marry says)
2. "Do you speak English?" (Somebody asked me)
3. "I can use my father's car." (Hendri told)
4. "Call me around nine!" (Novi asked her friend)
5. "What did you buy?" (Mother asked me)

6. "I am going to move to Jakarta," (Jhon informed)
7. "Will he go to the meeting tomorrow?" (Mr. Rony asked)
8. "Have you seen my grammar book?" (Rani asked me)
9. "Don't tell a lie!" (Anna asked)
10. "Who takes care of the children?" (Father asked)

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APPENDIX 3

KEY ANSWER

Part A	Part B	Part C	Part D
1. T	1. C 11. C	1. I	1. They were boring study English
2. F	2. A 12. A	2. A	2. I was doing then
3. F	3. A 13. A	3. E	3. He could hear the song
4. T	4. D 14. A	4. J	4. The sky is blue
5. F	5. D 15. C	5. B	5. To take their seats
6. T	6. C 16. C		
7. T	7. B 17. D		
8. F	8. C 18. D		
9. T	9. B 19. A		
10. T	10. A 20. A		

Part E

1. Marry says her friends are all nice to her
2. Somebody asked me if (whether) I spoke English
3. Hendri told that he could use his father's car
4. Nove asked her friend to call her around nine
5. Mother asked me what I had bought
6. Jhon informed that he was going to move to Jakarta
7. Mr. Rony asked if (whether) he would go to the meeting the next day

8. Rani asked me if I had seen her grammar book
9. Anna asked not to tell a lie
10. Father asked who took care of the children

APPENDIX 4
STUDENTS' SCORE IN ANSWERING DIRECT AND INDIRECT SPEECH TEST AT ISLAMIC CENTER BOARDING SCHOOL KAMPAR

No	Students	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	Total			
1	Student 1	1	1	1	1	0	1	0	1	1	1	0	0	1	1	1	0	0	1	0	1	1	0	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	0	0	0	0	0	0	1	1	32
2	Student 2	1	0	1	1	1	0	1	0	1	1	1	1	1	1	0	1	0	0	0	0	0	0	0	0	1	1	1	1	1	1	1	0	0	0	1	1	1	0	0	0	0	0	0	0	0	0	0	1	1	27				
3	Student 3	1	0	0	0	1	1	1	0	1	1	0	1	0	1	0	0	1	1	1	0	0	1	1	1	0	0	0	1	0	0	1	1	0	1	1	1	0	0	1	1	0	0	1	1	0	0	1	1	26					
4	Student 4	1	0	0	0	0	1	0	0	1	1	0	0	0	1	0	0	0	0	1	1	1	0	0	1	1	0	0	0	1	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	13				
5	Student 5	0	1	0	0	1	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	1	0	1	1	1	1	1	1	1	0	1	0	0	0	0	0	1	0	0	1	1	0	1	1	1	1	1	1	1	33			
6	Student 6	1	1	0	1	0	0	0	0	0	1	0	0	1	0	0	1	0	0	0	0	0	0	0	0	1	0	1	1	0	1	0	1	1	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	14				
7	Student 7	0	0	0	1	1	0	0	0	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	40				
8	Student 8	0	0	1	0	0	0	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	0	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	0	0	1	1	36							
9	Student 9	1	0	0	1	1	1	0	0	1	0	1	1	0	0	1	1	0	0	1	1	0	0	1	1	0	1	1	0	0	0	1	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	20						
10	Student 10	0	0	0	1	1	1	1	0	0	1	1	0	0	0	0	0	1	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	11				
11	Student 11	0	0	0	1	1	0	0	0	0	0	1	0	0	1	1	0	0	1	0	1	1	1	0	0	1	1	1	0	0	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1	16				
12	Student 12	1	0	0	0	0	1	0	0	1	1	1	1	1	1	0	0	1	0	0	1	1	0	0	0	0	0	1	1	1	0	1	0	0	1	1</																			

5	Student 35	0	0	0	0	1	1	0	0	1	1	1	0	1	0	0	0	1	0	0	1	0	0	1	1	0	0	0	1	1	1	1	1	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	18
36	Student 36	0	1	1	0	0	1	1	0	0	1	1	0	0	0	0	1	0	0	0	0	0	1	0	0	0	1	0	0	0	0	1	1	0	1	1	0	0	0	0	0	0	0	0	0	0	1	15	
37	Student 37	0	0	0	0	0	1	0	0	1	1	1	0	1	0	0	1	0	0	1	1	0	1	0	0	1	1	0	0	1	1	1	1	1	1	1	0	0	0	1	0	0	0	0	0	0	0	18	
38	Student 38	0	0	0	0	0	1	0	0	1	1	0	0	1	0	0	0	1	0	0	1	0	0	1	1	0	0	0	1	1	1	1	1	1	0	0	0	1	0	0	0	0	0	0	0	0	16		
39	Student 39	0	0	1	1	1	0	0	0	1	1	0	0	1	0	1	0	0	0	0	0	0	0	0	0	1	1	0	0	1	1	1	1	1	1	1	0	1	0	1	1	1	1	0	1	1	29		
40	Student 40	0	0	0	0	1	1	0	0	1	1	1	0	1	0	0	0	1	0	0	1	0	1	0	0	1	1	0	0	1	1	1	1	1	1	0	0	0	1	0	0	0	0	0	0	0	18		
41	Student 41	1	1	1	1	1	0	1	1	0	1	1	0	0	0	0	0	0	0	1	1	0	1	1	1	0	0	1	0	0	0	0	1	0	1	0	1	1	0	0	0	0	0	0	0	1	20		
42	Student 42	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	0	0	1	1	1	1	1	0	1	1	1	0	0	1	1	1	0	1	1	0	39		
43	Student 43	0	0	0	1	1	1	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	10		
44	Student 44	1	1	1	1	1	0	1	0	1	0	1	0	0	0	1	1	0	1	1	0	1	1	0	1	1	1	0	0	1	1	1	0	0	0	0	1	1	1	0	1	0	1	0	1	0	28		
45	Student 45	1	0	0	1	1	1	1	1	1	1	1	1	0	0	0	1	0	0	1	1	0	0	1	0	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	34			
46	Student 46	0	0	0	0	1	1	0	1	1	0	0	0	0	0	0	0	0	0	1	1	1	1	1	1	0	0	1	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	13		
47	Student 47	1	0	1	1	1	1	0	0	1	1	1	0	0	0	0	1	0	0	1	0	0	1	0	0	1	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	14		
48	Student 48	1	1	1	1	0	1	1	0	0	1	1	0	1	0	0	0	0	0	0	0	1	0	0	1	0	0	1	0	0	0	1	1	0	0	0	1	1	1	0	0	1	1	1	0	1	23		
49	Student 49	0	0	0	1	1	0	1	0	0	1	0	1	0	0	0	0	1	1	1	1	1	0	0	1	1	1	0	0	1	1	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	17		
50	Student 50	0	0	0	1	1	0	1	1	1	0	1	0	0	0	0	1	0	0	0	1	1	0	1	0	0	1	0	0	0	1	1	1	1	1	0	1	1	1	0	0	1	0	0	1	0	1	24	

STUDENTS' SCORE IN ANSWERING DIRECT AND INDIRECT SPEECH TEST AT ISLAMIC CENTER BOARDING SCHOOL KAMPAR (TRY OUT)

No	Students	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	Total
1	Hairuddin	0	1	1	0	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	41	
2	Mellyka Selvira	0	1	1	0	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	0	1	1	1	1	40		
3	Mursyidah	0	0	1	0	1	0	1	1	1	1	1	1	0	1	1	1	0	1	1	1	0	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1	38		
4	Rofiah	0	1	1	0	1	0	1	1	1	1	1	1	0	0	1	1	1	1	1	1	0	1	0	1	1	1	0	0	1	1	1	0	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	38		
5	Mairitalia	0	1	0	1	1	0	1	0	1	1	1	1	1	1	1	1	0	1	1	1	1	0	0	0	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	0	0	1	1	1	1	1	1	37		
6	Ria Resti	0	0	1	0	0	0	1	0	1	1	1	0	1	1	1	1	0	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	0	1	0	0	1	1	1	0	0	1	1	1	1	1	1	1	35		
7	Endah Julaini	0	0	0	1	1	0	1	0	0	1	1	1	1	1	1	1	0	0	1	1	1	1	0	0	1	1	1	1	0	1	1	1	0	1	1	1	1	0	0	1	1	1	1	0	1	1	1	1	34		
8	Mustika Sari	0	0	0	0	1	1	0	1	1	1	1	0	1	1	0	1	0	0	0	1	1	1	0	0	1	0	0	0	1	0	0	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	31		
9	Eka Putri	0	1	0	1	0	0	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	0	1	1	1	1	0	0	1	1	1	1	1	1	1	0	1	0	0	1	0	0	0	0	1	0	1	0	31	
10	MHD Abror	0	1	1	0	0	0	1	0	1	0	1	1	1	1	1	1	0	1	1	1	1	0	0	1	1	1	0	1	1	0	0	1	1	1	1	1	1	0	0	0	1	0	0	0	1	0	1	1	0	0	29
11	Dian Angraini	1	0	0	0	1	1	1	1	1	1	1	1	0	1	0	1	0	0	1	1	0	1	0	0	1	1	0	0	1	0	0	1	0	0	0	1	1	0	0	1	1	0	0	1	1	0	1	1	27		
12	Reza Desriati	1	0	1	0	0	1	1	1	0	1	0	1	1	1	0	1	0	1	1	1	0	1	0	1	0	0	1	0	0	0	0	1	0	1	0	0	1	1	1	1	1	1	0	0	0	0	0	1	1	0	25
13	Lasmini	0	1	1	1	1	0	0	1	0	1	0	0	0	1	1	1	0	1	0	0	1	1	0	0	1	1	0	0	1	1	1	1	1	1	1	0	1	0	0	0	0	0	0	0	0	0	0	0	22		
14	Siskadarmayanti	0	1	0	1	0	1	0	0	1	1	1	0	1	0	0	1	1	1	0	1	0	1	0	0	1	1	0	0	0	1	1	1	1	1	1	0	0	0	1	0	0	0	0	0	0	0	0	0	1	22	
15	Andar vasri	0	0	0	0	0	0	0	1	0	1	1	0	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	0	0	0	0	1	1	0	1	0	0	0	0	0	0	0	0	0	0	0	1	1	21	
16	Hartati	1	1	0	0	0	1	0	1	1	1	1	0	1	0	0	1	0	0	1	1	0	0	1	0	0	1	0	0	1	0	0	0	0	0	1	1	1	0	0	0	1	0	0	0	0	0	0	0	1	19	
17	Nursila	1	1	1	0	0	0	0	1	1	1	0	1	1	1	0	0	1	1	1	1	1	0	1	1	1	1	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	19	
18	Nanda Setiawan	0	0	1	1	1	1	0	1	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	1	0	1	0	0	0	0	0	0	0	0	0	0	1	16		
19	Maisarah	0	1	0	0	0	1	1	1	1	1	1	1	0	1	1	0	1	0	1	0	0	1	1	0	0	1	0	0	1	1	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	18	
20	Weni	1	1	0	1	1	0	0	1	0	0	0	0	0	0	0	1	1	1	0	0	1	0	1	1	1	1	1	0	0	0	1	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	1	1	18		